

# A new era for PE, School Sport and Physical Activity?

Secondary Teacher Training (STT) Programme - Final Report.



**Submitted to:**

**The STT Consortium partners**

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The following is an abridged version of the 90-page full source document written to evidence the impact of the Secondary Teacher Training Programme.

**A TSA Lead said:**

“Absolutely brilliant programme. It has definitely upskilled teachers, they have grown, strengthened and improved. This has filtered to students who have also grown and developed as a result of the programme.”

**Ethics and GDPR**

The University undertakes research as part of its function for the community under its legal status. Data protection allows us to use personal data for research with appropriate safeguards in place under the legal basis of public tasks that are in the public interest. [Click here for a full statement of rights.](#) However, all University research is reviewed to ensure that participants are treated appropriately, and their rights respected. Ethics approval was granted for this study by Sheffield Hallam University Research Ethics Committee on 17th June 2019 with the Converis number ER15365244.

# Contents

<b>Section one: Introduction and context</b> .....	<b>4</b>
1.1 Introduction .....	4
1.2 Aims and Objectives.....	5
1.3 Scale .....	6
1.4 Challenges and barriers to achieving the programme ambitions .....	7
<b>Section two: methods</b> .....	<b>8</b>
2.1 Impact evaluation .....	8
2.2 Online survey .....	8
2.3 Qualitative data capture via discussion groups and interviews .....	10
<b>Section three: understanding impact</b> .....	<b>11</b>
3.1 Meeting the objectives .....	11
3.2 Enjoyment of PE, school sport and physical activity.....	12
3.3 Measuring Impact .....	14
3.4 Summary of impacts .....	16
3.5 Student Voice .....	16
3.6 Better quality, more inclusive PE .....	17
3.7 More opportunity to be physically active .....	20
3.8 Personal development and school improvement.....	24
<b>Section four: conclusions and recommendations</b> .....	<b>28</b>
4.1 Conclusions .....	28
4.2 What this programme has done for... schools and teaching staff?.....	30
4.3 What this programme has done for... children and young people? .....	31
4.4 What are the key take home messages? .....	31
4.5 Top tips for schools: .....	32
4.6 Concluding comments .....	32
Appendix 1: Challenges.....	34
Appendix 2: Reflections on meeting the programme objectives .....	36
Appendix 3: Example of data table – Better quality, more inclusive PE.....	40
Appendix 4: Example of data table – More opportunity to be physically active .....	39
Appendix 5: Example of data table – Personal development and school improvement .....	46
Appendix 6: List of STT Programme Outputs.....	50

# Section one: Introduction and context

## 1.1 Introduction

Sport England's Secondary Teacher Training (STT) programme was inspired by the ambition and strategic steer provided in **Sporting Future and Towards an Active Nation** to broaden engagement, increase inclusion and enhance the quality of school PE, sport, and physical activity provision.

### **Sport England - Towards an active nation strategy 2016 -2021 said:**

"The aim will be to better meet the needs of all children, irrespective of their level of sporting ability, and to involve them in shaping the sporting opportunities that are provided".

Schools are one of the biggest influences on young people's attitudes and behaviours towards physical activity and negative experiences of PE can act as a barrier to future lifelong participation. Engaging all students in physical activity, regardless of sporting ability, provides the opportunity to widen the physical, mental, and social benefits gained from being active. It also makes us re-think activity provision so that it works well for more young people.

The STT aims were largely focused on broadening opportunities and improving the quality of the PE and physical activity offer, improving perceived confidence and competence and enjoyment for staff and students, and creating a sustained positive change in the status of physical activity throughout schools.

The STT programme took a multi-stakeholder approach, consortium partners included the Youth Sport Trust (YST), Association for Physical Education (AfPE) and Activity Alliance. The STT programme used a cascade delivery model, predominantly through the Teaching School Alliance (TSA) network, supported by less formal and flexible partnerships. The operationalisation of the programme within schools was flexible and tailored to meet the needs of schools and their students, with the common aim to improve young people's experiences of, and attitudes towards, sport and physical activity.

## 1.2 Aims and Objectives

The overarching aim of the Secondary Teacher Training programme was to address concerns around children and young people's attitudes towards sport and physical activity (KPI 6 of the Government's **Sporting Future** Strategy - 'Increase in the percentage of young people (11-18) with a positive attitude towards sport and being active').

Specifically, this should include:

- Children and Young People experiencing a greater breadth of PE, sport and physical activity which should lead to better preparation for a positive future relationship with sport and physical activity.
- Teachers having more focus on helping children and young people feeling capable and confident in their abilities.
- An improved confidence and attitude in teachers to encourage children and young people to be physically active.
- A reduction in the number of children and young people perceived to have a poor experience of PE and sport in school.
- A sustained positive change in the status of physical activity throughout schools.

A set of broad outcomes were used in communication with TSAs (see Table 1). Interventions were not required or expected to deliver against all 13 areas, however the outcomes were used as a set of guiding principles to highlight key areas of which the STT programme set out to address. Through delivery, it has become apparent that the timeline for achieving specific outcomes is variable and the outcomes are not always linear.

Table 1: The Secondary Teacher Training Outcomes.

<b>Programme Outcomes</b>
<b>Short-term outcomes</b>
ST1. Senior leaders recognise and put in place plans to prioritise and develop their PE, physical activity and sport programmes to meet the needs and wants of all their students.
ST2. School leaders raising the profile of PE and sport across the whole school as a tool for whole school improvement.
ST3. Teachers recognise the need to improve the relevance and quality of what they provide to all their students, including those who are inactive.
<b>Medium-term outcomes</b>
MT1. PE is seen as an important curriculum area that impacts on student's wellbeing.
MT 2. Increased confidence in teachers across the school to encourage all children and young people to be physically active.
MT 3. Better quality PE, physical activity and sport is provided.
MT 4. Children and young people feel more capable and confident in their abilities to be physically active.
<b>Long-term outcomes</b>
LT1. Children and young people will experience a greater breadth of sport and physical activity at school.
LT 2. A reduction in the number of children and young people perceiving to have poor experiences of PE and sport in school.
LT 3. Teachers will have more focus on helping children and young people feeling capable and confident in their abilities.
LT 4. An improved confidence and attitude in teachers from schools across the alliance to encourage children and young people to be physically active.
LT 5. Sustained positive change in the status of physical activity throughout all schools.
LT 6. Improved mental and physical wellbeing of students.

### 1.3 Scale

The scale, both in reach and impact, of the STT programme is unique and impressive. The STT programme has made awards to 253 TSAs totalling £8,605,076, involving 2,568 secondary schools (74% of the 3,458 state-funded secondary schools registered in England in 2020/21). The programme went way above and beyond its original aim to 'train' and upskill PE teachers and succeeded in engaging and training wider school staff (teaching and non-teaching) and, in many cases, changing the way that schools consider, deliver and value physical activity as part of their provision. Additionally, the evaluation activity has led to the creation of the largest dataset of its kind with over 320,000 survey responses. This presents unique

opportunities to understand young people's and staff's attitudes, preferences, and behaviours in relation to PE, school sport and physical activity (PESSPA).

#### **1.4 Challenges and barriers to achieving the programme ambitions**

A project of such scale and complexity will undoubtedly experience many challenges. We have provided a list of common barriers cited by project leads to provide additional context, this can be found in Appendix 1.

Whilst we do not wish to present a report that is dominated by the COVID-19 pandemic and its resultant challenges, it is essential to reference the fact that the education sector has been through an unprecedented period of disruption and change. It is not possible to consider the impact and effectiveness of the STT programme without understanding and appreciating the context and its significant effect since early 2020.

#### **COVID-19**

The effects of the pandemic on PE, school sport and physical activity have been significant. The challenges included a move to outdoor delivery, restricted space indoors due to COVID-19 testing and social distancing, unprecedented levels of absence, impacts on changing, PE kits and equipment, and academic pressures.

#### **A TSA Lead said:**

"We all met probably 3 or 4 weeks before we went into lockdown, and we've got all these really regular meetings planned. We were going to meet and share. Look at how we could coordinate what people might be able to do together, and kind of lost all of that bit, because everybody just went into survival mode. everybody was stuck in their own schools. So, I'd say that was a real negative."

PE exists within a framework of competing pressures, and the COVID-19 pandemic and the school closures which occurred in March 2020 and January 2021, plus high levels of COVID-19-related absence and disruption, further exacerbated the academic pressures and the need to 'catch up' prioritising educational recovery (termed the 'recovery curriculum' by some schools). In response to this and at request of the STT Consortium, in July 2020, a document entitled "**Return to Play**" was produced that presented key statistics and messages derived from some of the initial learning of the STT programme. It was aimed at supporting the return of PE, school sport and physical activity to Secondary Schools and the development of the 'recovery curriculum'.

The impact of the COVID-19 lockdowns on the STT programme were significant. The original format of the programme relied on a series of eight similarly sized phases / cohorts that started in subsequent terms. Each cohort had the prior term as lead in time to develop their programme, then a full academic year (although not necessarily September to July) for delivery.

At the time of the first lockdown, Phases Three and Four had started delivery and, Phase Five had commenced their planning. The forced absence from schools meant that the interventions of all these phases were interrupted with very little delivery taking place. The final three phases were collapsed into one, larger Phase Six.

The effects of COVID-19 on the programme were mostly negative, however, there were some positives. The most frequently cited positive was that the profile and importance of sport and physical activity was raised. In early 2020, at a time when most aspects of daily life were subject to tight restrictions (and only shopping for necessities, essential travel to/from work were allowed), the UK government gave a mandate for people to undertake "one form of exercise a day - for example a run, walk, or cycle - alone or with members of your household". This mandate to 'get out and get active', helped to raise the profile of the benefits of physical activity at a population level. For students who remained in school, physical activity was also reported to have been used as a tool to support health and wellbeing and, beyond this, the profile was higher for students returning to school life.

**A TSA Lead said:**

"One of the positive outcomes of the actual pandemic was that it raised the profile of physical activity. So, when we came back into schools, lots of the departments were now encouraged to think about how they were managing their department and to consider physical activity. That was a positive."

## Section two: methods

A process and impact evaluation of the programme has been undertaken by a research team from Sheffield Hallam University. The evaluation has taken a mixed methods approach combining extensive survey data, alongside insight drawn from a series of interviews and discussion groups with project stakeholders. Due to the nature of the programme and the uncertain environmental context (i.e., Covid), the evaluation has evolved and changed to ensure that it has remained relevant and appropriate. Our action-research approach has been supported by embedding a research lead within the delivery consortium which has helped to shape and evolve the STT delivery throughout the course of the programme.

### 2.1 Impact evaluation

The impact evaluation has considered to what extent the programme has achieved its anticipated outcomes as defined in section one and within Table 1. Findings from the staff and student surveys, qualitative data derived from the discussion / focus groups with students and staff have all been used to evidence impact. Short case studies are provided to provide context and enrich the findings where appropriate.

### 2.2 Online survey

#### Survey design

A student survey (accessible version also provided) and a staff survey were developed based on the objectives provided by the Teacher Training Consortium and were distributed using customised Key Survey software.

The student survey focusses on the respondents' perceptions and experiences of physical education (PE), school sport (SS) and physical activity (PA) including the school environment, the opportunities afforded



them in and outside of formal PE lessons. Wording was intentionally kept straight forward and the length of the survey short enough to maintain interest.

The staff survey had two parts, which were completed dependent upon the role of the staff member. Part one incorporated questions of responsibility towards the promotion of and understanding of the benefits of PESSPA and the opportunities afforded to their students within school but outside of PE lessons. Part two was completed only by members of the senior leadership team and PE staff. It posed questions around competence and confidence in engaging inactive students in PE, and more specific questions about the breadth and quality of PE lessons. Both surveys captured basic demographic information.

## Distribution

Survey links were distributed to each TSA / partnership lead via email at the start of the programme of evaluation (baseline) and at the end (follow-up). Schools were given assistance in devising the best method for the management of the distribution of the survey to their staff and students depending on their own circumstances and facilities etc. All baseline surveys were completed before the start of delivery in schools, however, follow up surveys, which were due to be completed in the 11th (final) month of delivery, were often delayed due to the delays caused by the Covid-19 pandemic. In this instance, surveys were completed one month prior to the end of the revised project end date.

## Sample

The total survey sample at baseline contained data from 236,082 students from 962 schools in 142 TSAs / partnerships, and from 21,107 staff from 1,194 schools in 174 TSAs / partnerships. At follow-up, the total sample comprised data from 61,946 students from 572 schools in 108 TSAs / partnerships and 3,800 staff.

For the purposes of this analysis, we used only the TSAs / partnerships that had completed both baseline and follow-up surveys, the details are in the table below.

Table 2: Survey sample subject to analysis (containing only TSAs / partnerships that had completed both baseline and follow-up surveys).

	Staff		Students	
	Baseline	Follow-up	Baseline	Follow-up
<b>Sample</b>	11,900	3,458	152,589	61,946
<b>TSAs</b>	73		108	
<b>Schools</b>	613		803	

### **2.3 Qualitative data capture via discussion groups and interviews**

The qualitative element of this evaluation elicited the views and experiences of staff and students at secondary schools who have been involved in the STT programme.

A series of 10 interactive discussion / focus groups took place with project leads, PE teachers and Senior Leaders from a random sample of 40 schools in the programme. These group discussions were transcribed and analysed by taking a thematic approach, guided by the proposed research outcomes in table one. A simple framework was developed to sort and organise the data into themes which emerged from this analysis.

To widen our data capture, seven TSA leads, teachers and Senior Leaders were also interviewed individually, to enable us to explore elements of impact in greater detail. To support this, our research team have been involved in the operational delivery of the STT programme from the pilot stage onwards. Both informal discussions and more formal meetings with a variety of project stakeholders have taken place throughout, including the consortium (steering group) members and consultants.

Video, audio, and written testimony was gathered from a random sample of students who had been engaged in the STT programme. They were asked a series of questions relating to their experiences of PESSPA during the duration of the STT programme.

In total more than 120 people have been engaged in this qualitative research, this has included 39 TSA leads (of which 37 were PE teachers), 17 senior leaders and 88 students.

# Section three: understanding impact

## 3.1 Meeting the objectives

It is evident from the Impact forms submitted in July 2022, that some of the programme outcomes in Table One have been more successfully impacted than others. Appendix 2 reflects our interpretation as to the degree of impact (low, medium, or high) against each of the short (ST), medium (MT) and long (LT) term programme outcomes with evidence to support our ranking.

At the impact reporting phase, each partnership was asked to rate their progress towards each of the outcomes based on a red - amber - green 'RAG' scale\*. The chart below (Figure 1) shows the self-reported progress towards each outcome with the percentage of red, amber, and green responses represented by the corresponding colour.

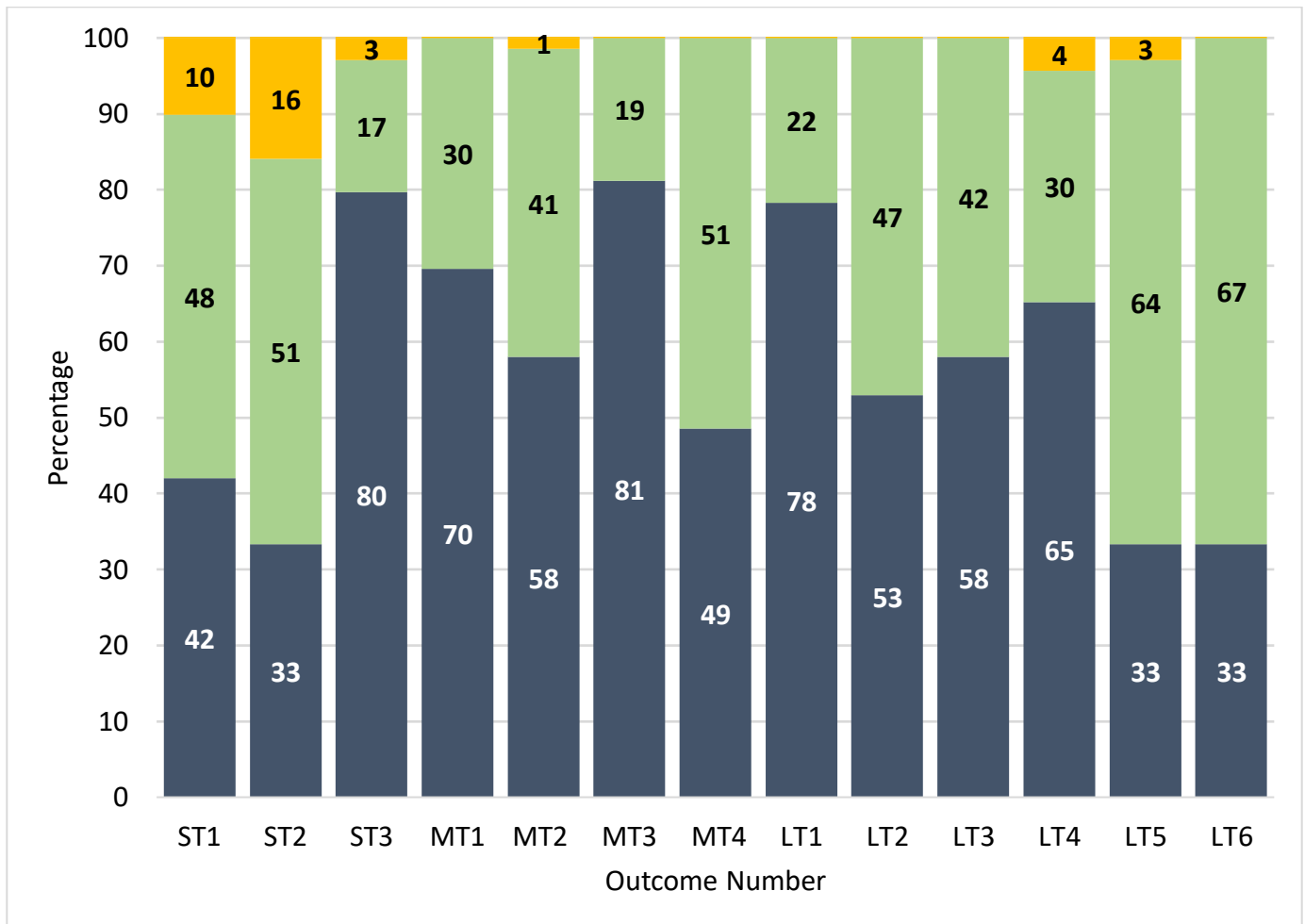
Some TSAs have reported considerable progress against several long-term and medium-term outcomes but have not achieved those defined as short-term. One of the reasons for this, is that two out of the three short-term outcomes relate to inspiring engagement and action from senior leaders, and this has proved to be one of the most difficult changes to instigate (a challenge which was further intensified by the environmental context).

There are three outcomes that have reported success from around 80% of the projects, ST3 (80%) Teachers recognise the need to improve the relevance and quality of what they provide to all their students, including those who are inactive; MT3 (81%) Better quality PE, physical activity and sport is provided; and LT1 (78%) Children and young people will experience a greater breadth of sport and physical activity at school.

The two outcomes with the highest percentage of red responses (ST1-10% and ST2-16%) were those explicitly targeted at engagement by senior leaders, this is far above the average of 3% rated red across all outcomes. Progress against ST1 (33% rating this as green) was on a par with outcomes LT5 and LT6 which related to sustained change and improved student physical and mental health.

\*A 'red' rating indicated that there had been little or no focus in this area, 'amber' suggested that work was in progress towards this outcome and 'green' highlighted delivery of this outcome area.

Figure 1: RAG rating of progress towards the proposed programme outcomes.

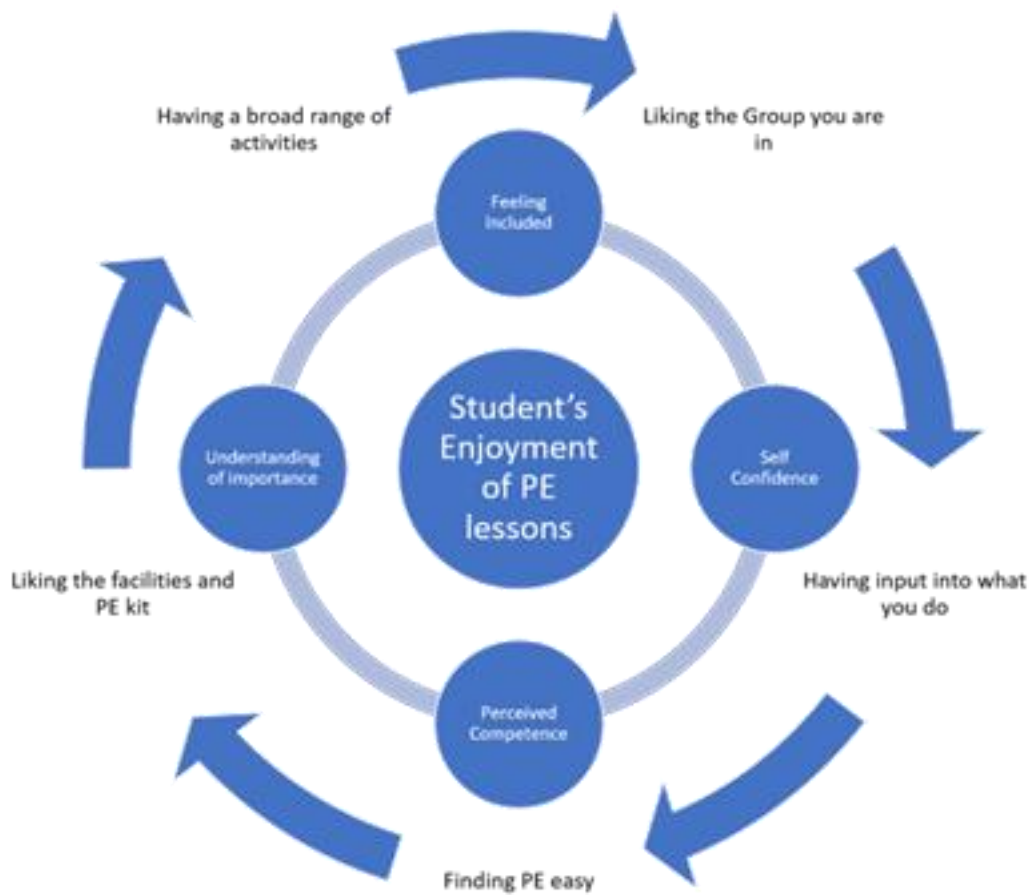


### 3.2 Enjoyment of PE, school sport and physical activity

Our interpretation of impact has been grounded in our model of enjoyment developed during the earlier phases of the STT programme based on data from the STT survey (see **Phase Four: The relationship between staff and student attitudes and behaviours, May 2020**).

We found that students who enjoy PE also report higher levels of self-confidence, perceived competence, feelings of inclusion and have an appreciation of the benefits of PE. The model (Figure 2) is grounded in self-determination theory whereby the students feel that they: have control or can take direct action that affects change, perceive themselves to be competent, have a sense of connection to others, and feel included.

Figure 2: Model of Student’s enjoyment of PE taken from Phase Four: The relationship between staff and student attitudes and behaviours, May 2020.



When asked if they had enjoyed PE lessons more or less this year compared to last, 45% of students reported that they had enjoyed it more, 14% said they had enjoyed it less and the remaining 41% stayed the same. There is some disparity in the enjoyment of PE reported by different groups of students (Table 3) with a higher percentage of boys enjoying PE this year more than last. Similarly, more non-disabled students reported enjoying PE more than last year. However, in all cases, more students enjoyed PE more this year than they did the previous year.

Table 3: Did you enjoy PE more or less this year than last? (%).

	Total	Boys	Girls	Other	Non-Disabled	Disabled
<b>More</b>	47	54	43	30	48	41
<b>Same</b>	39	36	41	41	39	39
<b>Less</b>	14	10	16	29	13	20

The data for students from different ethnic backgrounds is less clear, with little difference in the proportion of students reporting that they enjoyed PE more this year (Table 4).

Table 4: Did you enjoy PE more or less this year than last? (%).

	White (British or English)	White (Not British or English)	Black or Black British	Asian or British Asian	Mixed Heritage	Other
More	47	45	48	47	47	43
Same	39	41	34	40	38	37
Less	14	15	18	13	15	19

The impact forms and interviews also provided significant examples of increased student enjoyment in PE lessons, which was linked to higher overall engagement (fewer incidences of students forgetting their kit, or being excused from PE), greater choice, higher attendance in extra-curricular activities, wider representation of students within teams and clubs, and improved feelings of inclusion.

By plotting the data and using a simple clustering technique, we can investigate more about the attitudes and behaviours of the students who are now enjoying PE less than they did last year. While the exact detail of the processing and analysis that has allowed us to reach these conclusions is beyond the scope of this report, we can say that:

Students who have enjoyed PE less this year than last are:

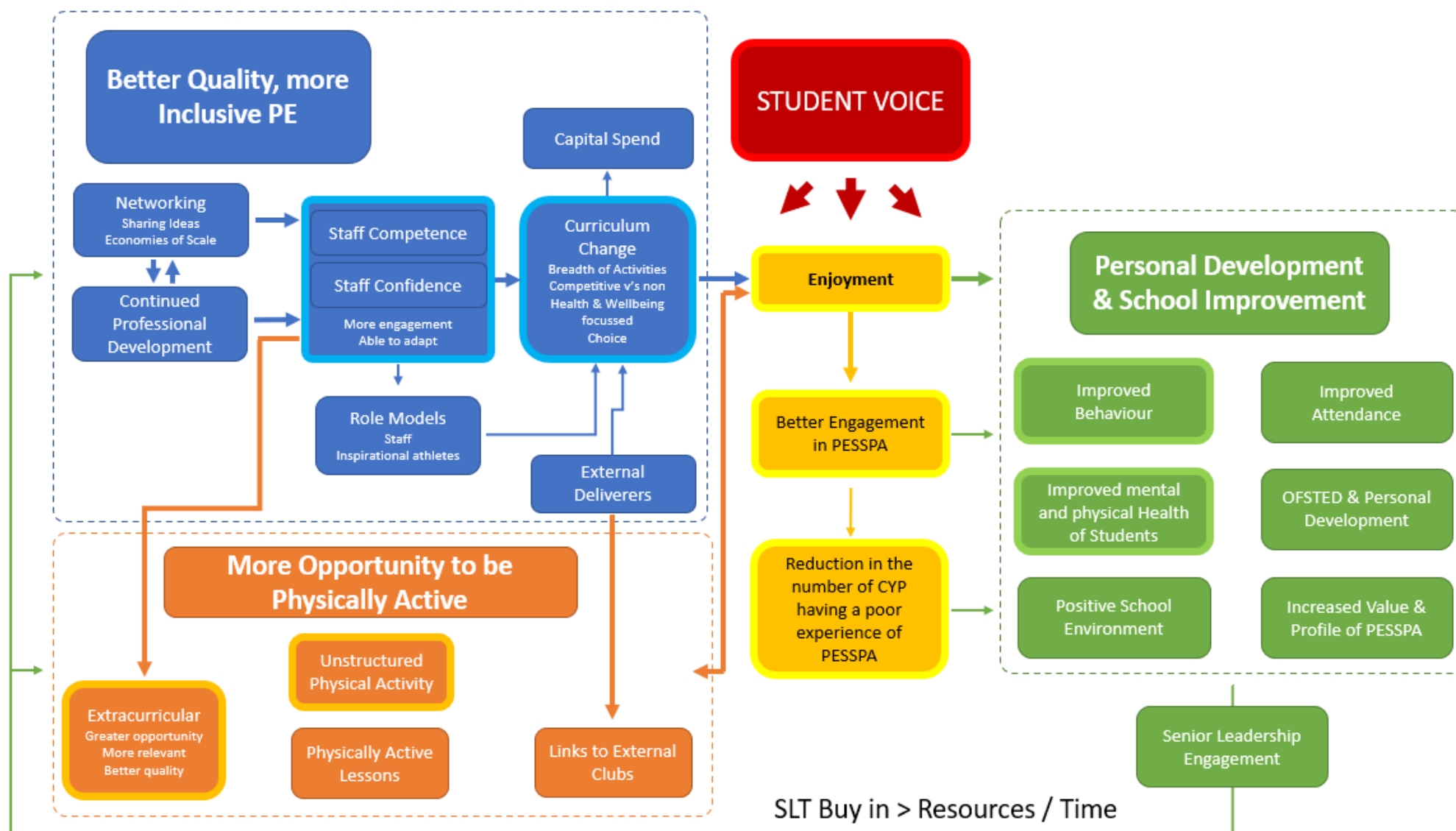
- Less confident.
- Have lower perceived competence.
- Feel less included.
- Have less of a say in the activities they do.
- Experience fewer activities.
- Are less happy with the group that they are in.
- Don't like the PE kit.
- Are more likely to be girls than boys.

This work further supports the model developed in the earlier stages of the STT evaluation and is an area of work that warrants further investigation.

### 3.3 Measuring Impact

STT evidence has enabled researchers to substantiate and build on previous impact reporting and develop a model (Figure 3) that highlights the component parts / interdependencies that contribute towards three key impact themes: **better quality, more inclusive PE; more opportunity to be physical active and personal development and school improvement**. Each of these themes will be discussed in detail in the following sections.

Figure 3: The system of impact derived from the STT Programme. The bolder the joining arrow or the border, the stronger the evidence available from the evaluation.



### 3.4 Summary of impacts

Staff confidence and competence to deliver inclusive physical activity to all students irrespective of gender, ethnicity, disability or current level of engagement, has been enhanced through networking, collaboration and training, the content of which has been influenced largely by student voice.

The curriculum PE and extracurricular offers have been reviewed and re-designed to include a broader range of activities. Many schools now provide students with more choice of what they do and how they engage.

Targeted interventions have been used to reduce poor behaviour, improve attendance and engagement, and foster a positive school ethos and culture.

Examples of the data tables for each of the three impact themes can be found in Appendices 3-5.

### 3.5 Student Voice

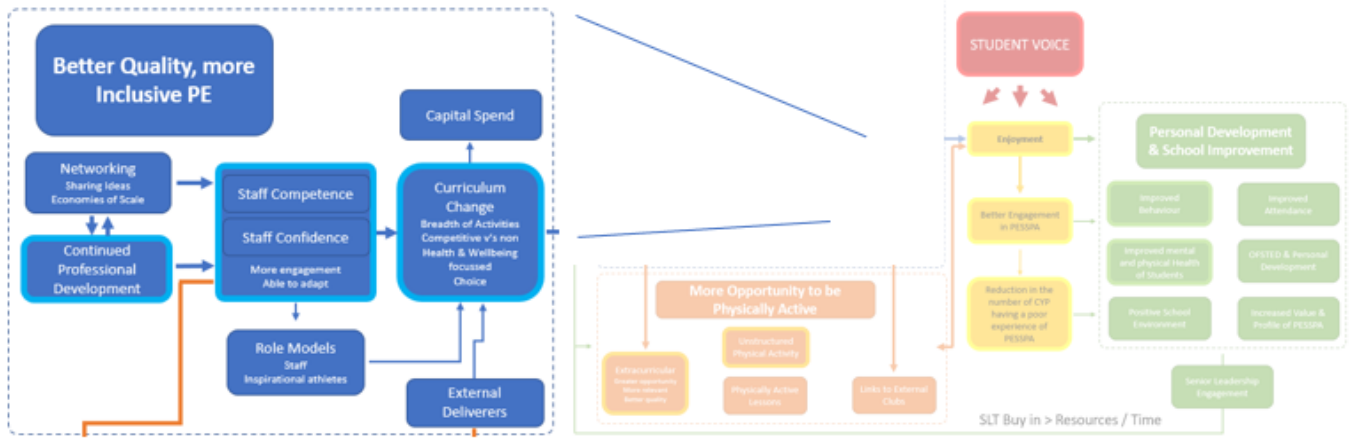
The use of 'student voice' provides all children and young people with the opportunity to actively engage with their learning, rather than simply being the passive recipients of teaching (Gunter & Thomson, 2007). It provides important insight for teachers into learning and teaching from the perspective of different students and groups of students. More specifically, it provides insight into the attitudes and preferences of students with regards to PE, school sport and physical activity. This is particularly relevant given the findings of our 2021 report on inclusion and inequalities (**Secondary Teacher Training programme: What we're learning about inclusion and inequalities - July 2021**), which highlighted a perception gap between staff and students, whereby staff perceived their PE lessons to be more inclusive than the corresponding perceptions of students.

Enhanced student voice and insight promotes the development of a more student-centred and dynamic PE curriculum that focuses on enjoyment and participation and provides students with meaningful PE experience. Using student voice raises awareness of student's needs and challenges PE departments and schools to respond.

Many of the STT projects used the insight derived from student voice sessions to understand the type of activities that students would like to try, to understand the differences between groups of students and to understand the barriers to participation. This is particularly important in relation to the least active and least engaged groups.



### 3.6 Better quality, more inclusive PE



Better quality, more inclusive PE provision is a key impact of the STT programme. The programme has allowed PE teaching teams to collaborate, consult, reflect, plan, train and then make informed changes for the benefit of students. There has been a significant investment in CPD for alternative activities such as handball, orienteering, yoga, boxing, and trampolining, with a large volume of staff receiving new and enhanced training. There has also been an increased focus on health and wellbeing activities that are particularly engaging for those who lack confidence or are not motivated to compete against others.

Students now have more choice both in the activity they do and how competitive they are. This has increased perceived competence, self-confidence, inclusion, and subsequently enjoyment and engagement in PE.

External deliverers such as coaches, have been employed to deliver new activities and in some cases to train teachers. While this is an effective method to increase engagement, there is a major challenge to overcome in ensuring the sustainability of this delivery model.

The curriculum changes have been well received by both staff and students, increasing engagement and enjoyment in PE lessons and reinvigorating staff who have developed new skills. There has been a concerted effort to make lessons more inclusive. This has been achieved through adapted delivery to provide greater choice and by ensuring that no students are excluded e.g., through a lack of kit, accessible equipment, and better understanding of student needs. The impact has been particularly noticeable for disabled students who have reported feeling included in PE lessons.

## What does the survey say?

- 90% of students reported that they had experienced new activities over the course of the STT programme.
- The number of PE staff reporting that the breadth of PE activities was 'good or excellent' has increased by nine percentage points.
- 80% of students reported having more choice in which activities they did in PE.
- 84% of students reported that they now had choice over how competitive their PE lessons were.
- PE staff rating the support provided to engage inactive students in PE as 'good or excellent' has increased by 10 percentage points.
- The percentage of disabled students agreeing or strongly agreeing that they felt included in PE lessons has increased by six percentage points from 51% to 57%. This is still significantly lower than all other students who ratings of inclusion in PE are 73% at baseline and 72% at follow-up respectively.

## Guidance for improving the quality and inclusivity of PE

- Use student voice to identify the activities that students want to try, and make your curriculum student focussed.
- To engage students, enjoyment should be one of the key objectives when developing a PE curriculum. So, take a test and learn approach to see what works.
- Take advantage of your networks to exchange ideas and experience and to do joint teacher training sessions.
- Offer a broad range of activities and give students choice.
- Allow students to choose how competitive they are during lessons by allowing them to participate with others of their own perceived standard.
- Add a health and wellbeing focus to your curriculum, but not to the total detriment of sport. There are some who still want to engage in competitive sport-based PE.
- Act as a role model to your students or use students as role models for each other.
- Consider whether there is more that you can do to ensure that physical activities are fully inclusive, particularly to address the lower feelings of inclusion reported by disabled students.

## **Case Study: Curriculum Change**

### **What did you intend to change?**

#### **Case study one (Great Sankey TSA)**

[Our] Curriculum Review focused on supporting PE leads to evaluate their existing curriculum and reflect on how they can make it more inclusive for specific groups (e.g. KS4 girls) using evidence from pupil voice.

### **How did you do it?**

Curriculum planning has developed specific units which move from focusing on 'traditional sports' to a broader curriculum based on increasing pupil participation, enjoyment and engagement, whilst increasing levels of physical activity (e.g. Zumba has been introduced at KS4 with teacher trained in delivery).

### **What impact did it have?**

Student's enjoyment both within the curriculum and extra-curriculum clubs has increased. Survey data and student feedback highlights a 7% increase in enjoyment of PE lessons for girls at KS4 and increased participation rates based on one half term increased by 4% to 98%. Pupils report that they feel 'more included' in PE lessons and welcome that their voice has been listened to and the curriculum modified to be more inclusive. PE is increasingly seen as an important curriculum area that impacts on student's wellbeing and this has been evidence in parental feedback and surveys.

#### **Case study Two (Pavillion & Downs TSA):**

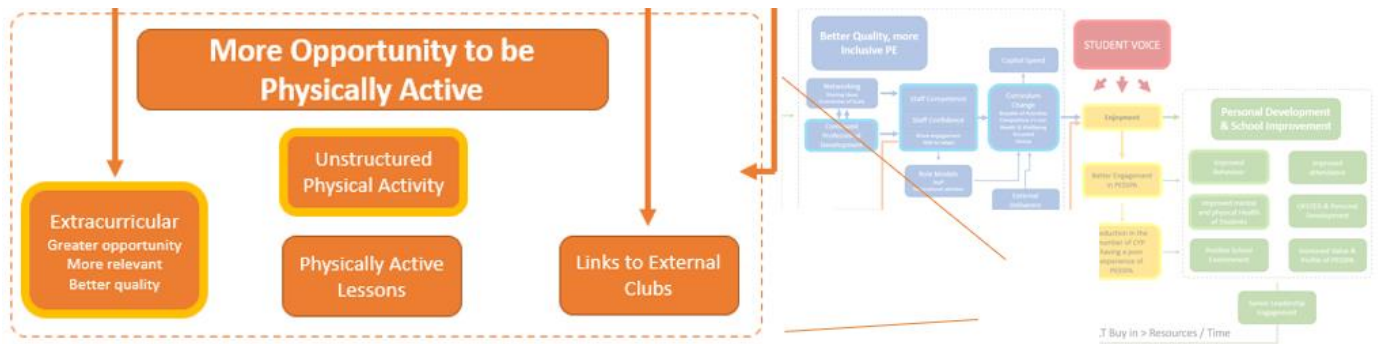
Within one TSA, seven schools have developed an enhanced curriculum that is current and inclusive, looks at personal growth, and aims to meet the needs of all pupils.

One school is now offering a wider outdoor learning programme through Wild Tribes (with one SEN teacher now a trainer), and three PRUs now have an enhanced extracurricular programme linked to competition across the West Midlands region.

The following measures/evidence illustrate the impact of the approach:

- Staff confidence has increased following the training. 85% of staff now feel 'highly confident' in leading and managing departments.
- Six staff have now moved into PE Lead roles within their school. One person has since moved to SLT within their school and now line manages PE across 3 PRU centres. Another member of staff has gained promotion into SGO across all SEND and Diversity provision across the city. Four people are current Heads of PE and one was new to the department.

### 3.7 More opportunity to be physically active



Staff and students have reported that the STT programme has enhanced the opportunity to be active during the school day and once school has finished. Schools have increased the opportunity for students to be physically active through increasing the quantity of provision and by creating more inclusive and more relevant extracurricular activities. These have been driven by student voice and have engaged PE and non-PE staff in CPD to improve their confidence and ability to deliver.

New opportunities have included many non-traditional sport or fitness activities such as boxercise and yoga. Opportunities have often been targeted at specific groups e.g. girls.

Schools have reported improvements in behaviour, better engagement in curriculum PE lessons and a changing culture towards being physically active. There have identified improvements to the physical and mental health of their students.

Unstructured physical activity has been used to engage students outside of lesson times e.g., table tennis and football equipment being made available at break times. This has resulted in decreased incidences of bad behaviour during break times when the opportunity to be disruptive is highest. Links to external clubs have been made, offering students the opportunity to pursue their chosen physical activity outside of school.

There has been mixed success with the implementation of physically active lessons, with some TSAs citing a lack of engagement by teaching staff and a reliance on PE staff as a barrier to changing cross-curricular practice. Some schools have had success by making form time active on certain days of the week, including movement breaks or by using existing external deliverers e.g., Commando Joes.

#### What does the survey say?

- 83% of students reported that it was easier to be physically active during breaks, including lunchtime during the period of the STT programme. There are differences in how this has been received e.g. a higher percentage of boys (39%) reported being happy about this than girls (27%) and those identifying as other genders (19%).  
More work is required to understand what activities are more likely to engage these groups during breaktime.
- Staff rating the extracurricular provision and breadth of extracurricular options as good or excellent has increased by 9%-points and 6%-points respectively.

- PE teachers increased their perception of the quality of external links by nine percentage points between baseline and follow-up.
- There was a 14%-point increase in the number of senior leaders who described breaktime physical activity opportunities as good or excellent and a 12%-point increase in those describing after-school opportunities as good or excellent.

### **Guidance for enhancing the opportunities to be physically active**

- Use student voice to identify the activities that students want to try, make sure that information is gathered from all student groups and is reflective of the entire student population.
- Engage non-PE staff to deliver extracurricular sessions, particularly those with an existing interest. Provide training to improve their confidence to be able to deliver.
- Remain inclusive; targeted extracurricular activities work well, but ensure you are not excluding others who may benefit from being included.
- Link extracurricular activities to the PE curriculum.
- Provide an outlet from extracurricular activity, i.e., a link to an external club where students can further their participation in sport and physical activity outside of school.
- Engage local coaches to enhance delivery of sessions but don't rely entirely on this as it may not be sustainable.
- Educate non-PE teachers as to the benefits of physical activity and how they could incorporate it into their teaching.

## **Case Study: Extracurricular Activity**

### **North East London Teaching Alliance**

#### **What did you intend to change?**

We have approximately 30 disengaged girls across years 10 and 11. They have a range of behaviour and mental health concerns, they never bring their PE kit and often attempt to truant PE.

As a PE department we wanted to change the perspective of extra-curricular activity being just for sports teams and improve mass participation numbers.

#### **How did you do it?**

An initial department, teacher, student voice meeting provided insight into what schools felt they needed, what they felt students needed and what students would engage with.

We ran a weekly afterschool Boxercise club initially aimed at disengaged Year 10 and 11 Girls.

It was advertised in PE classes, displays, cupboards in all form groups, sent out via our online learning platform (firefly) and talked about in assemblies.

Training was provided for two PE staff members and an English teacher to become Boxercise instructors. We also had one PE staff member already qualified to run boxercise.

We eventually decided to open the session up to all year groups for girls and non-binary students to attend.

#### **What impact did it have?**

Attendance from KS4 began well then waivered off during exam times.

The target group attended well for the first term, but motivation and engagement began dipping quickly and it was difficult to reengage them. We put on friendly competitive sessions, loaned kit and spoke to them to try to encourage them to continue but with little effect. Therefore, as a result we open the club out to all year groups for girls and non-binary students. With the objective to help make an impact on our second objective of the poor perception of PE within staff and students.

Attendance was consistent at approximately 32 students per week throughout the spring term. Students enjoyed the sessions and stated that "it was a fun, inclusive and safe environment."

#### **Will it continue?**

Boxercise has been extremely successful, and we would like to continue to offer CPD courses over the year September 2022 to July 2023 as a refresher for instructors and to engage more staff.

We are looking at how to include boxercise on the KS4 Core PE curriculum for students. Most likely this will run as a 6-week block where a teacher will take their class (30ish students). Furthermore, boys in a variety of year groups have expressed an interest in the after-school clubs and this will be added for next year.

**What did students and staff think?****A non-binary student said:**

“Boxercise has helped to improve my self confidence in sport and made me feel included within my peer group.”

**A student said:**

“I feel like my fitness had improved slightly, and my knowledge of how to be active without having to play a competitive sport is better. I liked that it was fun, and no pressure was put on me.”

**A student said:**

“It was fun, and I got to meet girls in different year groups, it was something different.”

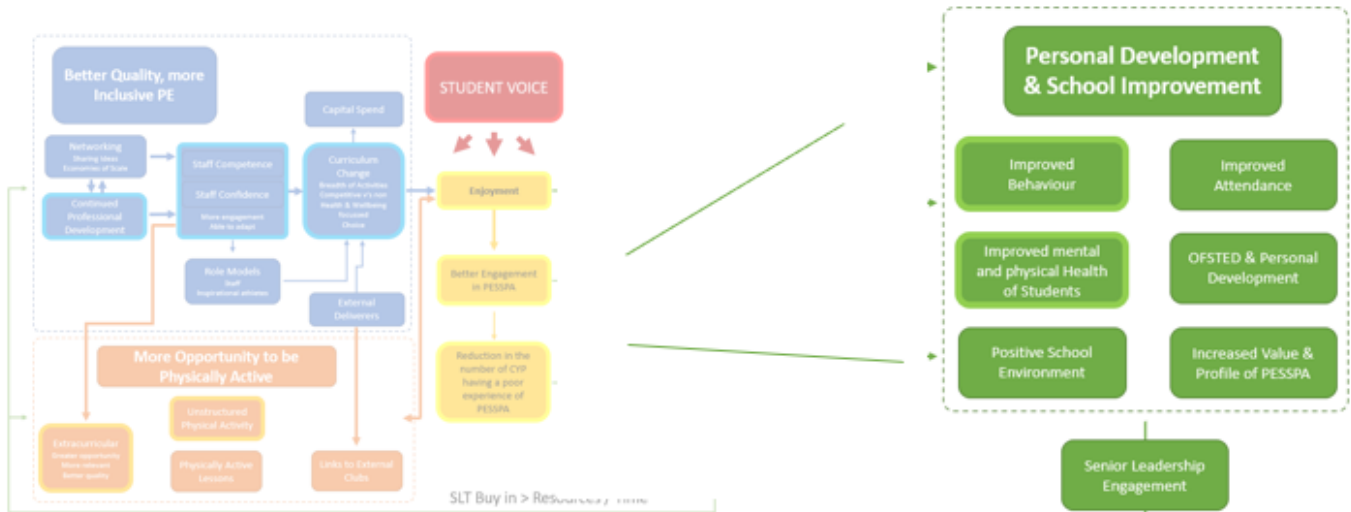
**A student said:**

“I have become more confident when talking to people.”

**A senior leader said:**

“I feel we have begun to create an environment where students struggling with identity felt more comfortable with sport. Furthermore, the initial engagement helps with the KS4 behaviour across school as they had a space to release energy.”

### 3.8 Personal development and school improvement



The enhanced PE curriculum and extracurricular offer have contributed to the development of positive school environments. Through a combination of targeted interventions and providing opportunities to be active during non-structured times of the day, there has been evidence of improved behaviour, attendance, and engagement in schooling. Although not directly evidenced through this work, there are associations between these factors and improvements in academic attainment (evidenced by wider research in this field).

Senior leaders are key stakeholders and have the power to inform change, particularly regarding finances, the release of staff for training and driving school ethos. Through embedding a culture of physical activity, and in particular health and wellbeing and personal development, staff have attempted to influence senior leaders as to the benefits of physical activity that can positively contribute to elements of whole school improvement. There has been mixed success, largely due to competing priorities brought about by the COVID-19 pandemic and subsequent lockdowns.

There is evidence from the survey that SLT do have greater recognition of the role that PESSPA can play in creating a more positive school environment. There has been an increase in the number of schools who have a strategy or action plan for developing PESSPA, and the STT programme has raised awareness of existing PESSPA plans.

#### What does the survey say?

- There has been an 8%-point increase in the number of senior leaders reporting that their school values physical activity outside of curriculum PE, compared to a 3%-point increase for the value of curriculum PE.
- The percentage of staff who recognised the presence of a strategy / action plan for developing PE, school sport and physical activity at a whole school level increased by nine percentage points from 44% at baseline to 53% at follow-up.
- There is universal agreement among staff that PESSPA has a positive effect on outcomes for children and young people and school environment.



- There has been an increase in non-PE staff describing that their knowledge and understanding (up by 6 percentage points) and their confidence to discuss PESSPA (up by 5 percentage points) is 'good or excellent'.
- Subsequently, non-PE staff have increased the extent to which they discuss (↑ 6% points) and promote (↑ 4% points) physical activity to students, act as a role model (↑ 5% points) and encourage inactive students to be active (↑ 5% points).

### **Guidance for enhancing wider school impact**

- Have a PESSPA Link member of SLT, someone who can make decisions and advocate for PESSPA to the rest of SLT.
- Use PESSPA to engage students in school, track attendance and behaviour.
- Document the benefits of the impact of PESSPA on behaviour and attendance etc., to use to evidence to senior leaders.
- Align your PESSPA offer to more than just PE, ensure it aligns to the OFSTED framework, in particular, personal development.
- Create a school culture that celebrates enjoying and engaging in physical activity.

## Quotes

The quotes below are taken directly from impact forms and clearly demonstrate the impact that the STT Programme has had on staff and students:

“80% of our least active students (in the target group) are now more active and they feel more capable and confident in their abilities to be physically active, with the other 20% stating that they are similar to before the programme started. Consequently, they have been accessing more physical activity, less of them perceive PE negatively and staff have an increased focus towards the least engaged.”

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“Sports leadership programme for students in Years 9 and 10 (and 11 in some schools) either as a pathway in core PE or as extracurricular so that they can improve their skills and knowledge to lead in-school events such as inter house competitions and primary school sports days. 55% of students said that this helped improve their leadership skills and feel more confident leading activities to groups.”

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“Year 9 focus groups – real shift in attitude and engagement in lessons. Students visibly seen getting more out of the lessons. More effort and physical activity in lessons. Students clearly developed confidence and skills such as communication and leadership. Some students involved in leadership tasks both inside and outside of school. Many girls especially increased involvement in co-curricular clubs and fixtures for the school.”

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“The biggest impact was on a Year 10 school refuser who now runs a dance club in school and is attending school more regularly. From not talking, she approached the teacher (project lead) asking to start /lead the club after seeing other students lead from the project work. Her confidence has increased and she recently ran the club during the Open Evening to over 200 people.’ (Project Lead). Over 100 'non-sporty' students have received an NGB qualification.”

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“Making the curriculum more student focused and supporting each group of students at school. Students feel more confident when most of the group are at a very similar level in alternative activities. More students who are non-school team performers have started to come to clubs. 20+ non-school team players attending the alternative activity club regularly over a half term block.”

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“Staff reported higher engagement from girls. This included an increased percentage of girls bringing in their PE kit and participating in PE lessons, with less ‘non doers’. A higher proportion of students agreed ‘that there are lots of activities in PE’ on the follow up survey. This increased from the baseline data by 16% across the schools.”

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“Year 8 group – massive increase in engagement and enjoyment in lessons. Much more effort and attitude seen throughout lesson observations and discussions with group members. Seen a marked increase in attendance at co-curricular clubs and representing the school team in ‘friendly fixtures’ against other staff. Increase in number of students taking part in leadership tasks within school and outside of school with local opportunities and in local clubs.”

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“From the medium and long term outcomes, success was shown with regards to raising the profile of PE across the school curriculum. Students feel more capable and confident in their abilities to be physically active in a wider range of activities after experiencing a greater breadth of activities. Through this, fewer students will have poor experiences of PE at school. Through the teacher training they have developed their abilities to ensure that students self confidence levels are increased, and feedback is meaningful and with purpose. Teachers have developed different ways to encourage and motivate students.”

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“We have had a few students who have had a complete change of heart towards PE especially as they normally bring notes/ rather have a detention for no kit than do PE. A few of these have now represented the school. One year 9 girl hated PE in year 8. She is very self-conscious and even with a relaxation of PE kit she wouldn’t do it. Now she is doing PE, in kit, at extra-curricular football, representing the school and you can see how she believes in herself. A Year 10 girl has had a lot of issues with friendships in her peer group, especially with the girls and so coming to an all-girls football club has meant that she has the chance to interact with other students in her year group that can give her a more positive experience. Feeling confident enough to actually come to the sessions was a real breakthrough and a testament to the PE staff in that she felt she would be safe in that environment.”

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## Section four: conclusions and recommendations

### 4.1 Conclusions

Evidence from the evaluation suggests that the Secondary Teacher Training programme has been successful in improving the quality and inclusiveness of PE curricula, enhancing the opportunity for students to be physically active and enhancing personal development and school improvement.

The changes have been driven mostly via student voice and an increase in the confidence and competence of staff as a result of teacher training, to deliver a PE, school sport and physical activity offer that is children and young person centred, relevant and enjoyable.

Staff and students have reacted positively to the changes to curriculum PE, with 45% of students reporting that they enjoyed PE more this year than last. These changes have included more breadth and choice of activity, choice as to how competitive lessons are and an increased focus on health and wellbeing. The impact has been an increase in the enjoyment and engagement of students in PE.

A broadened and more inclusive extracurricular offer has included lunchtime and afterschool clubs, limited physically active lessons and informal opportunities to be physically active during breaks. External links have also been enhanced providing an opportunity for students to pursue their choice of activity outside of school. The impact has been to increase the opportunity for students to be physically active, improved culture of extracurricular activity and reduced incidences of antisocial behaviour during non-lesson time.

The profile of PE, school sport and physical activity has increased, as has engagement from non-PE staff and students, this has led to wider school impact. Targeted interventions have reduced bad behaviour and increased attendance, particularly in PE lessons. The increased focus on health and wellbeing fits well with the OFSTED inspection framework and is a useful tool to use when advocating for PESSPA to senior leaders.

The activities, outputs, outcomes, and impact of the STT programme can be seen presented in the logic model below.

Table 5: Programme logic model. Coloured boxes indicate links back to the Model presented on page 13.

Activities	Outputs / deliverables	Short term outcomes	Medium term outcomes	Longer term Impact
			Increased Student enjoyment of curriculum PE	
Student Voice	Greater breadth of activities	Better quality PE, physical activity and sport is provided	Created a culture of health and wellbeing	Improved health and wellbeing of students
Student Choice	Increased staff confidence		Increased engagement in curriculum PE	
Staff CPD	Greater focus on health and wellbeing		Improved behaviour	Reduction in the number of children and young people having a poor experience of PE, school sport and physical activity
Curriculum Review	Increased student confidence		Personal Development & School Improvement	
Interventions	Increased student competence in PE			Increased value is placed on PESSPA by schools
Networking & Collaboration	Increased feelings of inclusion	CYP experience a greater breadth of sport and physical activity at school	Improved attendance and engagement	SLT recognise the value of PESSPA and it's benefits for whole school improvement
Targeted Student interventions	Focus on non-competitive opportunities		Increased engagement in extracurricular activity	
Profile building / acknowledgement	Cross-curricular provision			student's pursuing activity outside of school
Interdisciplinary working	More student focused delivery			
	Improved community links			
	Student health and wellbeing councils			
	Leadership roles			
	Role models			
	Support for timetable changes			
	More time for PE			
	More physical activity opportunities			
	Improved communication			

The following section considers how the impact of the programme has varied for different stakeholders and highlights key programme outcomes from firstly a school (4.3), followed by a student perspective (4.4).

#### **4.2 What this programme has done for... schools and teaching staff?**

- Collaborative working with a network of other PESSPA professionals,
- Policy understanding,
- Data and insight to help shape the PESSPA offer,
- Time to reflect and to revise the current offer,
- Provided a tool for improved behaviour, attendance, and engagement,
- Increased the confidence and knowledge and understanding of physical activity in non-PE staff.

Better and stronger links between and within schools have been achieved. Options for networking and support within the sector were highlighted as key strengths resulting from involvement in the programme. Teachers often look to other schools and teachers to share learning and be inspired by different ways of thinking and different approaches.

There is an acknowledged gap in knowledge and understanding of delivering alternative activities which may affect staff motivation and confidence. The STT programme has helped to address this through training, networking and wider engagement. The programme has provided insight from students on what is needed, inspiration to re-think how to engage more students in more meaningful ways, and the resource and confidence to try and test out new approaches. The CPD has highlighted the range of benefits of physical activity which has helped to strengthen the connection with academic development and made the case for increasing opportunities for staff and students to be more active.

During the discussion groups which were held to explore impact, the need for strengthened data and insight, and guidance on how best to use this, was highlighted. Such insight must be tailored to meet the needs of different audiences. Teachers may need help and support on how to understand and utilise data in the most effective ways.

We know from our work on school stakeholder engagement (April 2022) that most school staff are influenced by National policy (OFSTED, DfE, etc.) and that the two most reported limitations in their ability to have this influence are a lack of knowledge and lack of time. The STT programme has started to address both issues by upskilling the workforce regarding the benefits of physical activity and providing time to reflect on current provision.

Additionally, senior leaders were reported to be most influenced by information related to wider school outcomes including behaviour, attendance, engagement, and achievement.

The main impacts for SLT have been highlighted as follows:

- Improved evidence and data,
- An opportunity to focus on mental health,
- Consideration of the physical activity benefits in terms of whole school improvement and links to the OFSTED framework for personal development, and
- Re-thinking capacity, barriers and priorities.

Many TSA Leads described the scale of the challenge to engage SLT, but the significant benefits obtained if this was achieved. One TSA Lead described how “when SLT are on board it's infectious, but when they aren't engaged it is easy to lose momentum”. The key to engagement was reported to be making the connection to the whole school vision and using the right terminology to resonate with school priorities.

#### **4.3 What this programme has done for... children and young people?**

- Increased the quality of PE, improved inclusion, and enhanced the relevance of extra-curricular PE and extra-curricular,
- Given students a voice, a choice and empowerment,
- Enhanced leadership opportunities,
- Improved enjoyment – which links up all elements of our findings – greater engagement, participation, feeling comfortable, feeling included etc,
- Provided a more varied range of positive role models (staff and students),
- Improved the behaviour, attendance and engagement of pupils.

For students to see that physical activity is for everyone, not just PE teachers and students that love certain sports, is really important. A wider range of role models, champions, and peer-to-peer support can help to broaden engagement and demonstrate that activity is for 'people like me'. Perceptions of extra-curricular activities have changed, more students feel welcome, and the range of opportunities is more relevant to them - the result had been a significant increase in engagement.

As highlighted throughout this report, enjoyment is a critical factor which influences engagement in physical activity. Students have reported increased enjoyment which has led to positive outcomes in terms of participation, activity levels, inclusion, confidence, and competence.

#### **4.4 What are the key take home messages?**

1. Enjoyment is the key to engaging students in PESSPA, this is driven by self-confidence, perceived competence and feeling included.
2. Students are best placed to tell you what they would like to see in a PESSPA offer, student voice and choice are important and valuable.
3. Students value the opportunity to be physically active outside of curriculum PE through either organised extracurricular activity or unstructured play (providing equipment).

4. A high quality, relevant and inclusive PE, school sport and physical activity offer can contribute to creating a positive school environment through reducing bad behaviour and increasing engagement in schooling.
5. The STT programme has helped to close the perception gap by providing high quality insight and putting students, staff and wider school stakeholders on the same page. This needs to continue. Students need to remain involved in the design and delivery of physical activity opportunities to ensure that it remains exciting, relevant and inclusive.

#### **4.5 Top tips for schools:**

1. Create a shared vision between SLT and staff and link SLT into the project.
2. Go back to basics, be open-minded – try things out without fear of failure.
3. Strengthen partnerships and community links.
4. Establish ways to support each other.
5. Empower students.
6. You can have both! - social and participatory activities and competition.
7. Have a strong school vision statement with the role of physical activity explicit within this.
8. Raise the profile.
9. Plan for sustainability.
10. Re-think role models and inspiration.

#### **4.6 Concluding comments**

The purpose of PE is sometimes contested, and the definition of PE, and what it means to different schools and students, isn't always clear. The STT programme and its positive findings, have created an opportunity to build on the increased profile of physical activity and its role in supporting mental health and wellbeing, school improvement and student engagement, enjoyment, behaviour, and attendance. The shift in emphasis from PE predominantly creating physical benefits to the role of PE in increasing emotional wellbeing has been a core change within some schools. There is the potential to champion PE as a life skills piece.

As a legacy impact from the STT programme, there is a need for clear and effective outputs which help schools and stakeholders to advocate and influence and create continued momentum in the absence of the programme acting as a catalyst. Key characteristics which these outputs should incorporate include facts and figures, visual prompts, colourful and distinctive design, with the option to personalise (e.g. by adding school logo and showing how it aligns to a school's ethos and values). Outputs need to be relevant and actionable. In line with the changes to thinking and delivery, a change to the imagery used should be considered (and modernised), with a strong focus on inclusion. One school gave the example of producing an 'active wall' where every person in the school brought in a photo of them doing something active and this was used to create a montage.

There are many outputs (Appendix 6) that have been generated during the STT programme. There is a strong case to consolidate these outputs into one repository to ensure that learning is not lost and can be used to guide further interventions in this space.



Schools have been through an unprecedented challenge over the past few years, as one Headteacher described: ‘they’ve had a real battle... it’s been two years of chaos’. In many cases momentum has been lost and there is a need to listen and respond. Staff morale is likely to have been affected: staff have had to face extra cleaning responsibilities, reduced opportunities for movement, poor mental health, and constant change. It has been a balancing act to accommodate academic catch up, alongside trying to drive forward new ways of thinking and positive changes. The scale of impact achieved by the STT programme is impressive, especially given the context and state of constant change within which it was delivered.

There are a range of identified success factors which future projects of this type should consider. Project Leads need to be personally motivated. They are a significant success factor – without their commitment the full potential of the project is not likely to be achieved. They need help to make the journey easier – a frequent request was for less paperwork and more support. Consultant support provided TSA Leads with a critical friend to check and challenge, share insight and learning from across projects, and to give bespoke support on specific areas identified by the TSA.

**A TSA Lead said:**

“One of the things that I’ve found really useful, is having that support from the consultant working with us. She constantly probed by asking questions that encourage both myself and the schools that I work with, to think a little bit deeper. And as a result of that, we’ve now got this process or programme that we can work through... I can wholeheartedly say that working with a consultant really, really helped because it gave national to local information. It also helped in terms of increasing knowledge and capacity within the county and helped me as a project lead to really think about sustainability”.

Schools have provided very positive feedback about the STT programme. Some have felt inspired, others empowered. They have appreciated the fact that Sport England has been responsive and proactive. Many schools describe “superb personal development opportunities” not just in delivery but in management, communication and SLT engagement. “It’s been a real showcase project and has gone beyond PE in so many ways.” One school described how the programme had helped with staff retainment as one teacher who had been getting ‘itchy feet to move on’ had been given more responsibility and found a real sense of purpose.

15th November 2022

## Appendix 1: Challenges

<b>Access to space (exams)</b>	Often an issue during exam time, this was exacerbated by COVID-19 and the need for large spaces to provide testing and /or lessons.
<b>Accountability</b>	Not having regular face-to-face contact made it difficult to hold staff at other schools accountable to ensure that agreed actions have been undertaken. The burden on TSA leads to chase up was significant.
<b>Appropriateness / status of project lead</b>	The Project Lead role required skills that some teachers do not readily possess, e.g., project management. There was some suggestion that a PE teacher might not be the right choice for project lead.
<b>Capital Spend cap</b>	This was seen as detrimental to some projects, limiting the ability to deliver some activities that required specialist equipment.
<b>Collaboration &amp; Communication</b>	Collaboration is difficult across schools and across Multi-Academy Trusts (MATs), where there is sometimes an element of competition. Communication can also be hard, particularly when meetings had to be remote and in large partnerships with multiple stakeholders.
<b>COVID-19</b>	See Section 2.2.1.
<b>Data Collection and analysis</b>	The logistics of the survey were sometimes challenging and there is a lack of data processing and analysis skills among some teachers.
<b>Different school context / requirements</b>	Aligning different school's needs and preferences was a challenge, particularly without face-to-face meetings it was harder to come to a consensus around direction of travel.
<b>Finance recording</b>	Teachers are not used to accounting for finances as robustly as a project of this magnitude requires.
<b>Geography</b>	Some TSAs / partnerships comprised schools from different parts of the country. Those with a large geographical spread found it difficult to network and collaborate as easily as those grouped closely together.

<b>Lack of Engagement</b>	Some schools simply did not engage, either as a result of a lack of time or through STT not being a priority for them. Having the right person as a contact in each school was key to successful engagement.
<b>Scale of ambition</b>	This was sometimes too large and had to be scaled back.
<b>SLT priorities / lack of SLT support</b>	Senior Leaders have many competing priorities, therefore getting them to engage with the STT programme particularly during COVID-19, was difficult.
<b>Staff release</b>	Related to a lack of time, getting approval for staff release to engage in training or administration was difficult particularly with so many staff in schools absent during the COVID-19 pandemic.
<b>Staff turnover / staff illness</b>	Turn over or illness of key staff (common during COVID-19), particularly project leads can be a problem as any working knowledge of the programme can be lost. This can be remedied through a system of functional redundancy, whereby a second person is always up to speed and can take over if necessary.
<b>Time / Capacity</b>	Time is always a barrier in schools, the STT programme allowed for staff time to be funded but that was reliant on staff being released from other duties to engage fully. Capacity was sometimes an issue particularly in smaller schools and many teachers reported underestimating the necessary time commitment.
<b>Timescale &amp; timing</b>	The timing of projects in schools is important, schools work on a rigid planning cycle that starts in the Autumn term of the previous year. Any project that requires planning and implementation outside of the normal school cycle is more difficult to carry out. It was also recognised that the outcomes of the programme would take longer than a year to embed.

## **Appendix 2: Reflections on meeting the programme objectives**

### **ST1. Senior leaders recognise and put in place plans to prioritise and develop their PE, physical activity and sport programmes to meet the needs and wants of all their students.**

**Low** – Whilst there is some evidence of senior leader engagement, this was derailed significantly by the COVID-19 pandemic, the subsequent lockdowns, and the accompanying priority of ensuring the safe functioning of schools. There is widespread acknowledgement that senior leaders are important decision makers in the process of providing high quality and inclusive PE, school sport and physical activity, and there is an increase in the number of staff aware of school strategy for the development of PESSPA programmes.

### **ST2. School leaders raising the profile of PE and sport across the whole school as a tool for whole school improvement.**

**Low** – As with ST1, there is little evidence to suggest that School Leaders have been more engaged as a result of the programme. There is some evidence that schools are promoting a culture of physical activity outside of curriculum PE and that this is having impact on wider school outcomes such as behaviour, attendance, and the school environment.

### **ST3. Teachers recognise the need to improve the relevance i.e. based on the needs and wants of Students and quality of what they provide to all their students, including those who are inactive.**

**High** – Most projects have used an element of student voice to inform the changes that have been implemented. As a result, the curriculum and extracurricular offer has become more student focussed. TSAs reported significant impacts on participation, enjoyment, and retention as a result of this. Impact form analysis / advice identifies the need to survey students early and to engage them in every step of the process. There is a need to ensure student voice is reflective of the whole student population and to better understand the type and delivery of activities that are more likely to engage all groups.

### **MT1. PE is seen as an important curriculum area that impacts on student's wellbeing.**

**Medium to High** – There is evidence that PE curricula has a stronger health and wellbeing focus because of the STT programme. This has been driven in part by student voice and as a consequence of the increased importance placed on wellbeing during the COVID-19 pandemic.

### **MT2. Increased confidence in teachers across the school to encourage all children and young people to be physically active.**

**High** – The confidence of teaching staff to deliver the school PESSPA has been enhanced largely as a result of the extensive training undertaken. Continued Professional Development has been the cornerstone of many STT projects, giving teachers the confidence and competence to facilitate and adapt activities to ensure inclusivity.

### **MT3. Better quality PE, physical activity and sport is provided i.e. a focus on socialising and fun not just ability, winning or competition; inspiring young people to be more physically active and achieve academically; enabling Students to become confident learners by providing them with the skills and knowledge to become well rounded individuals.**

**High** – Better quality, more inclusive PE provision is a key impact of the STT programme. The programme has allowed PE teaching teams to collaborate, consult, reflect, plan, train and then make informed changes for the benefit of students. There has been a significant investment in CPD for alternative activities such as handball, orienteering, yoga, boxing, and trampolining, with a large volume of staff receiving new and enhanced training. Students now have more choice of activity and choice in how competitive they are. This has increased their perceived competence, self-confidence, inclusion, and subsequently their enjoyment and engagement in PE.

**MT4. Children and young people feel more capable and confident in their abilities to be physically active.**

**High** – This has been largely driven via the inclusion of student voice and the consequent move from traditional to alternative activities, there is evidence to suggest that the confidence and competence of students to be physically active has increased. The level playing field offered by new activities that are often less competitive and more fitness based (e.g. yoga and dance) or ‘novel’ / different (e.g. handball and orienteering) has allowed some who previously were disengaged to engage, particularly with curriculum PE.

**LT1. Children and young people will experience a greater breadth of sport and physical activity at school i.e. breadth is providing a variety of opportunities for Students to be physically active by including activities that are not available to them currently e.g. individual and team sports, fitness and creative activities.**

**High** – While stated as a long-term outcome, this was one of the quick wins for many projects who have greatly increased the breadth and type of activities offered in curriculum PE and in extracurricular sessions. Driven by student voice, the activities have mostly been new activities that offer students the chance to engage in something different rather than the more traditional school sports that may have turned many off previously.

**LT2. A reduction in the number of children and young people perceiving to have poor experiences of PE and sport in school.**

**Medium to High** – There is anecdotal evidence of children and young people perceiving a better experience of PESSPA. The survey data reports that 45% of students have enjoyed PE more this year than last and only 14% enjoyed it less. Those who enjoyed it less tend to be those who feel less included, less competent, less confident and are more likely to be girls. Student feedback has been positive, particularly when discussing new activities that they have experienced as a result of the STT programme. Again, the needs and wants of all groups of students need to be taken into account, as enjoyment data differed between genders and disabled students.

**LT3. Teachers will have more focus on helping children and young people feeling capable and confident in their abilities.**

**Medium** – There is evidence that more physical activity sessions are being delivered, and that some of the facilitators of these sessions are from departments outside of PE. Non-PE staff have increased the extent to which they promote and discuss PESSPA, act as role models and encourage inactive students to be physically active. Similarly, there is anecdotal evidence that students are more confident and feel more competent to participate in PESSPA.

**LT4. An improved confidence and attitude in teachers from schools across the alliance to encourage children and young people to be physically active.**

**Low to Medium** – While the confidence of those staff who have received training has improved when delivering specific sessions, there is no evidence as to how this might translate outside of these activities.

**LT5. Sustained positive change in the status of physical activity throughout all schools.**

**Low** – Most partnerships have referenced the importance of sustainability and their aim to instigate long term change. However due to the nature and timescale of delivery and the limitations due to the COVID-19 pandemic, there is limited reported evidence of sustainable practice. Long-term follow up is required to determine to what extent sustainability has been achieved.

**LT6. Improved mental and physical wellbeing of students.**

**Medium** - There is evidence that the physical and mental wellbeing of students has been positively impacted by STT interventions and approaches. This is particularly evident in those interventions with a stronger health and wellbeing focus, including the delivery of activities such as yoga, Pilates, and mindfulness.

### Appendix 3: Example of data table – Better quality, more inclusive PE

What's changed?	How?	Examples	Impact	Data / evidence from individual TSAs
<p><b>Breadth of activities</b></p>	<ul style="list-style-type: none"> <li>• Student voice.</li> <li>• CDP.</li> <li>• Collaboration.</li> <li>• External deliverers.</li> <li>• Capital spend.</li> </ul>	<ul style="list-style-type: none"> <li>• One TSA had introduced: Gaelic Football, Frisbee Golf, Tchoukball, Croquet, Bowls, Yoga, Lyrical dance, Panna football, volleyball, handball, Urban TRX, GEOkick, street cheer, table-top cricket, futsal.</li> <li>• Frequently cited new / alternative activities: Yoga, mindfulness, boxing, golf, orienteering, dance, dodgeball, and benchball.</li> <li>• One TSA had organised the following CPD, with the number of staff trained shown in brackets: Pilates (7), Yoga (6), Cross Fit (10), Zumba (7), Girls Football (10) and Trampolining (6).</li> <li>• We now have more Dodgeball and Benchball in core PE and have introduced contact Rugby for all Girls in core PE too which was high</li> </ul>	<p><b>Better quality, more inclusive PE by....</b></p> <ul style="list-style-type: none"> <li>• Cross-curricular engagement (staff and students).</li> <li>• Extra-curricular provision (more clubs and activities).</li> <li>• More choice in PE and extra-curricular.</li> <li>• Attendance has increased.</li> <li>• Lower incidences of disengagement (notes, forgetting kit, non-participation).</li> <li>• More inclusive provision.</li> <li>• More student-focused and student-led provision.</li> <li>• Teachers have developed different ways to encourage and motivate students.</li> </ul>	<ul style="list-style-type: none"> <li>• Student attendance in activity in lessons of Core PE have gone up by 40%.</li> <li>• 75% increase in girls attending after school clubs (from 72 to 130) compared with 2019.</li> <li>• Total students who have accessed extra-curricular activities 32% - 57%; after-school activities 15% - 44%; Pupil Premium 27% - 54%; SEND 25% - 51%.</li> <li>• Students competing in extra-curricular sport against another school – an increase of 39 pupils (to 147); Pupil Premium increased by 20 (to 50); SEND increased by 4 to 10.</li> <li>• 81% of pupils in Year 7 now enjoy PE, an increase from the baseline of 68%.</li> </ul>

		<p>on the list of from our students.</p>	<ul style="list-style-type: none"> <li>• Teachers more confident to adapt provision to meet student need.</li> <li>• Increase in extra-curricular take up across all students.</li> <li>• Increase in enjoyment of physical activity.</li> <li>• New and different opportunities to participate.</li> <li>• Levelling the playing field (especially for disadvantaged students / target groups).</li> <li>• A greater focus on enjoyment than competition.</li> </ul> <p>Greater promotion of health and wellness, particularly mental health and stress reduction.</p>	
<p><b>Choice</b></p>	<ul style="list-style-type: none"> <li>• Student voice.</li> <li>• Student empowerment and leadership.</li> <li>• CPD to increase opportunities for</li> </ul>			<ul style="list-style-type: none"> <li>• 9 x lunchtime clubs been developed and now part of the timetable using pupil voice and targeted intervention groups i.e. girls only.</li> <li>• 53 pupils have accessed Holiday clubs which including inclusive opportunities</li> </ul>



	more and new activities.			for pupils in a school - these are set to continue.
<b>Less focus on traditional competition</b>	<ul style="list-style-type: none"> <li>• Student voice.</li> <li>• Training and equipment for new activities.</li> <li>• A different focus to activities.</li> <li>• Widening opportunities to represent schools / changing.</li> <li>• Less conventional role models / champions.</li> </ul>	The school created two 6-week programmes, which were targeted at students who were inactive. The consensus was that there was many KS3 girls who were disengaged in PE and sport. Following consultation with students, Dance and Tchoukball were the selected activities. Dance was led by an external Dance instructor, and Tchoukball by a local club. All sessions were attended and observed by PE staff to ensure this was used as a CPD opportunity to continue the provision for the future.		<ul style="list-style-type: none"> <li>• 2 year 9 classes have experienced and enjoyed taster sessions of Roundnet with positive results (engagement, attendance, clubs etc).</li> </ul>
<b>Prioritising / raising the profile of health and wellbeing</b>	<ul style="list-style-type: none"> <li>• Re-designing the PE curriculum</li> <li>• Embedding cross-curricular opportunities</li> </ul>	Boxercise has been added as an extra-curricular club in 5 schools, with staff reporting new students attending a sports club for the first time		<ul style="list-style-type: none"> <li>• Increased opportunity and participation in sports clubs across the whole school.</li> <li>• Positive impact on the culture and attitude towards extra-curricular clubs.</li> <li>• Impact on the physical and mental well-being of the students.</li> <li>• Development in the school's delivery of specific activities.</li> <li>• A shift in focus to participation and enjoyment, rather than competition and winning.</li> <li>• 100% participation rate in orienteering lessons.</li> <li>• Students report enjoying the non-competitive element that the lesson brings and the fact that they can work in teams with their friends supports the social element of the activity.</li> </ul>
				<ul style="list-style-type: none"> <li>• This was a hugely successful programme which has improved the mental well-being of all students and attendance and behaviour of most of the students involved.</li> </ul>

	<ul style="list-style-type: none"> <li>• Promoting healthy active lifestyles.</li> <li>• Role models and champions (staff and students).</li> </ul>	<p>Yoga has been added to 8 schools and students with mental health struggles gaining the most benefit, particularly Year 11 students heading into exam season.</p> <p>Students were given the opportunity to develop their mindfulness and mental health through a series of yoga and exam preparation sessions.</p>		<ul style="list-style-type: none"> <li>• Staff and students are more aware of the importance of physical activity on mental and physical health.</li> <li>• Students are happy and feel safe in school and really look forward to the Friday after school club in particular. Students get to enjoy time with their friends, let off steam, release the right hormones and move!</li> </ul>
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#### Appendix 4: Example of data table – More opportunity to be physically active

What's changed?	How?	Examples	Impact	Data / evidence from individual TSAs
<p><b>Extra-curricular offer is more relevant, varied and more frequent</b></p>	<ul style="list-style-type: none"> <li>• Lunchtime clubs.</li> <li>• Targeted opportunities for specific groups and focussing on inequalities.</li> <li>• Non-PE staff volunteering to run extracurricular clubs.</li> <li>• Upskilling staff in new activities.</li> <li>• Student voice</li> <li>• Building on new activities enjoyed during PE.</li> </ul>	<ul style="list-style-type: none"> <li>• Girls football team entered the Lancashire Special Schools league for the first time in 3 years and were runners up.</li> <li>• 4 of the girls have got involved in community football sessions which they had previously not done.</li> <li>• School identified target groups, predominately students Year 9 and 10, provided specific afterschool clubs for those young people, supported with external coaches.</li> <li>• Staff from every school attended the Yoga session (11 in total) and 12 staff from 5 schools attended the Handball CPD.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have more opportunity to be active outside of PE.</li> <li>• Increased opportunity for disengaged students to participate in a sporting club.</li> <li>• Students enjoying extracurricular offer seek out more opportunities to be active at local clubs etc.</li> <li>• Student's performance in a range of activities has improved and students are able to make more links between sports and activities and how a lot of skills are transferable.</li> <li>• Students experience more breadth of activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 95% of the pupils said they preferred to have a girl's only football club and this is why they attended.</li> <li>• 94 students in total have taken part in the project with 56 (60%) attending on a weekly basis. 41 out of 94 students were PPG, AEL and SEND.</li> <li>• Staff commented on high engagement levels during sessions and parental feedback after sessions was always positive.</li> <li>• The pupils felt healthier as a result of attending the sessions. 91% of the pupils said they would continue playing football next year.</li> <li>• There has been approximately a 15% increase in fitness across 10 different components of fitness in lessons and approximately a 25% increase for those students involved in our extra-curricular programme.</li> <li>• The yoga [CPD] was attended by several non-specialist PE teachers and this has enabled schools to put on</li> </ul>

			<ul style="list-style-type: none"> <li>Enhanced culture of extracurricular engagement.</li> <li>More students engaged in community clubs.</li> <li>Improved behaviour during non-lesson time.</li> </ul>	<p>new clubs without putting more strain on PE staff to do so.</p> <ul style="list-style-type: none"> <li>11 non-PE staff volunteered to run XC clubs in schools across the TSA.</li> <li>An increase from 6 to 30 students attending dance club– all 24 additional students previously inactive.</li> </ul>
<b>Cross-curricular opportunities / physically active lessons</b>	<ul style="list-style-type: none"> <li>Use of external deliverers in lessons.</li> <li>Use of physical activity as a tool for learning.</li> <li>Using form time.</li> <li>Movement breaks during lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Active form time: Feedback from students has been positive, with most wanting it to continue next academic year.</li> <li>Sign up to Commando Joes a programme that provide early intervention for disengaged pupils encouraging a growth mindset.</li> <li>Also took part in Active in Mind and Girls Active programmes.</li> </ul>		<ul style="list-style-type: none"> <li>It allowed students to have movement breaks within the classrooms.</li> <li>It was used to break up times when students were lethargic or needed to release excess energy. It raised confidence when students repeated the same actions and improved their coordination.</li> </ul>
<b>Un-structured physical activity</b>	<ul style="list-style-type: none"> <li>Provide facilities and equipment for play during breaks.</li> </ul>	<ul style="list-style-type: none"> <li>Purchase of outdoor static table tennis tables to encourage active breaktimes and increase wellbeing of students.</li> </ul>		<ul style="list-style-type: none"> <li>Increased physical activity levels</li> <li>Helped alleviate some of the social problems we were having with some of the younger boys.</li> </ul>

		<ul style="list-style-type: none"> <li>• Frisbees for staff to use with students at break time to get them more physically active.</li> </ul>	
<b>External links</b>	<ul style="list-style-type: none"> <li>• Links developed with clubs through association with external coaches.</li> <li>• Sign up to existing programmes of delivery.</li> <li>• Links developed with external facilities (gyms, swimming pools etc.)</li> <li>• Using coaches from local clubs to upskill teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Recruited a cheerleading company to come and run a club for those students interested and not currently in other teams, resulting in a competition where they won.</li> <li>• Responding to a student voice call for combat activities, we created links with a local Judo coach and upskilled our staff in boxing to offer new and exciting activities to increase participation/attendance outside of timetabled PE lessons.</li> <li>• Creating community links with a local swimming club and female gym to create a pathway for pupils to access sports following on from School.</li> </ul>	<ul style="list-style-type: none"> <li>• Established new links with community clubs (cheerleading, boxing, archery and trampolining) giving meaningful exit route.</li> <li>• Between 30-80 girls took part each week, depending on the year group. We are aware of 6 girls that have since joined a club outside of school as a result of participating.</li> </ul>

## Appendix 5: Example of data table – Personal development and school improvement

What's changed?	How?	Examples	Impact	Data / evidence from individual TSAs
<p><b>Behaviour</b></p>	<ul style="list-style-type: none"> <li>• Opportunities targeted to specific students who have the highest number of sanctions.</li> <li>• Specific sessions using sport and activity as a tool to engage students (e.g. boxing).</li> <li>• Changing policies e.g. students with poor behaviour are now signposted to not excluded from enrichment activities.</li> </ul>	<p>The skills and mentoring offered to students supported them to better understand what they need to do to succeed in school, whilst the team building exercises helped to build stronger and more connected bonds with other students in the academy using the TRACK (Teachability, Responsibility, Aspirations, Character, Knowledge) framework developed in partnership with United Learning. This was a hugely successful programme which has improved the mental well-being of all students and also improved attendance and behaviour.</p>	<ul style="list-style-type: none"> <li>• Reduced instances of poor behaviour / social problems with less sanctions imposed.</li> <li>• Improved attendance statistics (for targeted students).</li> <li>• Greater student engagement with higher rates of participation and extra-curricular involvement.</li> <li>• Improved relationships between PE staff and some disengaged pupils.</li> <li>• Strengthened relationships between students with new friendships formed and improved social and support networks.</li> <li>• Improved attitude towards PE and PA.</li> </ul>	<ul style="list-style-type: none"> <li>• Out of 36 students only two Year 9's pulled out of the project. When we started all students were in the top 20 highest behaviour points in their year groups, which has now improved (Y8 reduced to 5, Y9 reduced to 4).</li> <li>• We have seen an improvement in Year 9 boys' punctuality and a reduction on the number of sanctions received.</li> <li>• The case studies show how engaging these pupils in physical education and enrichment can have a positive trajectory on their behaviour in school.</li> <li>• There have been no fixed term or permanent exclusions this year, only 2 physical interventions and a reduction of lower level of behaviour incidences. <ul style="list-style-type: none"> <li>- Reduction in problems at breaktime due to boredom, which in turn has reduced the number of serious incidents during classroom lesson.</li> </ul> </li> <li>• Staff reported a decrease in aggressive outbursts within the group of boys selected.</li> </ul>

			<ul style="list-style-type: none"><li>• Increased understanding of the wider benefits of physical activity and its value to whole school improvement.</li><li>• Greater involvement and engagement from wider school staff (beyond the PE department).</li><li>• SLT support for rethinking and enhancing sport and PA opportunities.</li><li>• More activity within the school day with opportunities at break and lunchtimes.</li><li>• Appreciation of the potential use of sport and PA as a tool to develop attributes such as confidence, motivation, social skills, leadership, respect, relationships, etc.</li><li>• Appreciation of the vital roles that student voice and enjoyment</li></ul>	
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			play in encouraging engagement in physical activity – and the opportunity to achieve wide ranging benefits (academic and personal) as a result.	
<b>Attendance</b>	<ul style="list-style-type: none"> <li>• New, exciting opportunities throughout the school day to encourage engagement.</li> <li>• Rewards for engaging in extra-curricular activities.</li> <li>• Students listened to and empowered.</li> </ul>			<ul style="list-style-type: none"> <li>• For attendance, the school’s target is to get all students to 95% and above. 59% of students in this group have improved their attendance, with 70% of the group hitting the school attendance target of 95% and above.</li> <li>• This has had a positive impact on attendance which has increased for the summer B term and also a decrease behaviour due to engagement in the sessions.</li> <li>• By facilitating morning activities and break/lunch activities, students were more encouraged to come into school.</li> </ul>
<b>Ethos and value</b>	<ul style="list-style-type: none"> <li>• Diverse and innovative CPD opportunities to change thinking and opportunities.</li> <li>• A whole school approach to improving health and wellbeing.</li> </ul>	There has undoubtedly been a positive impact across the whole school. There is still a lot to be done, however I feel this process has been very productive towards developing a well-		<ul style="list-style-type: none"> <li>• Many more students are becoming more aware of the health benefits of sports and realising how important it is.</li> <li>• Staff and students are more aware of the importance of physical activity on mental and physical health.</li> <li>• From the medium and long term outcomes, success was shown with</li> </ul>



	<ul style="list-style-type: none"> <li>• PA embedded into the culture of the sport with more opportunities to be active in the day.</li> </ul>	<p>structured enrichment programme here at the school, offering the students a wide range of activities that they can get involved in. The school and students are becoming more aware of the importance of their personal development during their time at school.</p>	<p>regards to raising the profile of PE across the school curriculum.</p> <ul style="list-style-type: none"> <li>• Greater awareness amongst parents, pupils and staff of the need for health education. 92% of parents, at one school reported, that they felt the school was helping their child to have a healthy lifestyle.</li> </ul>
<p><b>Other change (attainment, health and wellbeing)</b></p>	<ul style="list-style-type: none"> <li>• Development of leadership skills.</li> <li>• Non-PE staff trained, mentored and supported to lead activities.</li> <li>• School-wide commitment to wellbeing.</li> <li>• Training, support and empowerment of staff.</li> </ul>	<p>Students taking part in sport has improved their well-being and it's noticed that those who attend these clubs have improved across their A Level/BTEC subjects too. Students are happy and feel safe in school and really look forward to the Friday after school club in particular. Lots of them stay in school studying during their study periods to wait for this club, when they could go home early.</p>	<ul style="list-style-type: none"> <li>• Our survey communicated that pupils felt their school work had improved, they were making more friends and felt a better sense of worthwhileness.</li> <li>• It's had a really positive impact. They get to enjoy time with their friends, let off steam, release the right hormones and move!</li> <li>• Heads of PE and Curriculum leads have felt empowered to enact meaningful change in their schools through the supportive link teacher.</li> <li>• Running club with non PE staff at the forefront – SLT link, English department link, Park Run involvement and keeping scores.</li> </ul>

Appendix 6: List of STT Programme Outputs

Output	Focus	Audience	Location
<b>Programme design:</b>			
Interim report – pilot delivery (Nov 2018)	Full written report: progress and learning update	Consortium partners	Available to consortium partners on request via evaluation team
Interim report – pilot delivery (Feb 2019)	Full written report: progress and learning update	Consortium partners	Available to consortium partners on request via evaluation team
Final report – pilot delivery (August 2019)	Full written report: outcomes summary report	Consortium partners	Available to consortium partners on request via evaluation team
Interim national process report (Oct 2019)	Full written report: interim process learning	Consortium partners	Available to consortium partners on request via evaluation team
TSA cascade report (Dec 2019)	Full written report: focused on process learning in relation to TSA delivery model	Consortium partners	Available to consortium partners on request via evaluation team
STT attitudes report (Dec 2019)	Full written report: data and learning from phase 3 baseline	Consortium partners	Available to consortium partners on request via evaluation team
Relationship between staff and students attitudes and behaviours (July 2020)	Full written report: data and learning from phase 4 baseline	Consortium partners	Available to consortium partners on request via evaluation team
Return to play (July 2020)	Message grid: reference key stats and evidence to support return to school activity	Consortium partners	Available to consortium partners on request via evaluation team
STT Impact summary – phase 1 (Dec 2020)	Excel template: summary content from phase 1 review	Consortium partners	Available to consortium partners on request via evaluation team
Sample phase 1 impact form	Impact form	TSAs School partnerships Consultants	Available on request
STT Impact summary (October 2021)	Written report: analysis of impact forms received to date and progress against programme outcomes	Consortium partners	<a href="#">Click here to visit the Sport England STT page</a>

STT Impact summary (October 2021)	Excel template: summary content from impact form review	Consortium partners	Available on request
<b>Programme learning:</b>			
How phase 1 projects have achieved impact (Nov 2020)	Slide deck: showcasing findings and impact of Phase 1 projects – and the types of activities and interventions which led to this impact	Public	<a href="#">Click here to visit the Sport England STT page</a>
Phase 1 projects – top tips for TSAs and partnerships (Nov 2020)	2 pager: recommendations for shaping STT projects	TSAs School partnerships	<a href="#">Click here to visit the Sport England STT page</a>
Research summary – attitudes and behaviours (students and staff) (Dec 2019)	2 page summary: sharing data and learning from delivery to date	Education providers Community providers	<a href="#">Click here to visit the Sport England STT page</a>
Inclusion and inequalities Students (Jan 2021)	Slide deck: analysis of student data in relation to inclusion and inequalities	Education providers Community providers	<a href="#">Click here to visit the Sport England STT page</a>
Inclusion and inequalities staff (Jan 2021)	Slide deck: analysis of student data in relation to inclusion and inequalities	Education providers Community providers	<a href="#">Click here to visit the Sport England STT page</a>
Inclusion and inequalities insight (July 2021)	Slide deck: what we're learning about inclusion and inequalities	Education providers Community providers	<a href="#">Click here to visit the Sport England STT page</a>
<b>Advocacy:</b>			
Impact for senior leadership teams – Phase 1 (Nov 2020)	3 pager: key learning from phase 1 for SLT	SLT	<a href="#">Click here to visit the Sport England STT page</a>
Positive impact of activity on students and staff (Nov 2020)	2 page Infographic: impact from phase 1 delivery	Public	<a href="#">Click here to visit the Sport England STT page</a>
Promoting the benefits of activity at school (Nov 2020)	5 Social media graphics: promoting importance of being active	Public	Available to consortium partners on request via evaluation team

How to engage all pupils in PE, school sport and physical activity (Dec 2020)	Poster: key programme learning to help others to engage all pupils	PE Teachers SLT School partnerships	<a href="#"><u>Click here to visit the Sport England STT page</u></a>
Inclusion	Leaflet	PE Teachers SLT School partnerships	<a href="#"><u>Click here to visit the Sport England STT page</u></a>